Iowa Department of Education

Beginning Educator Mentoring and Induction Program

Technical Assistance for Revision

This document is designed to assist districts in the completing/revising the Comprehensive School Improvement Plan Amendment for Mentoring and Induction Funds. It is based on the Mentoring and Induction Model Framework developed by the AEAs in 1999 and has been revised to reflect the 2001 legislation for the Educator Quality Initiative. This document begins with a brief overview to the topic and then outlines the format of the document.

Definitions of beginning teacher, mentor, and teacher according to House File 2792, 2007:

"Beginning teacher" means an individual serving under an initial or intern license, issued by the board of educational examiners under chapter 272, who is assuming a position as a teacher. For purposes of the beginning teacher mentoring and induction program created pursuant to section 284.5, "beginning teacher" also includes preschool teachers who are licensed by the board of educational examiners under chapter 272 and are employed by a school district or area education agency.

Mentor" means an individual employed by a school district or area education agency as a teacher or a retired teacher who holds a valid license issued under chapter 272. The individual must have a record of four years of successful teaching practice, must be employed on a non-probationary basis, and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

"Teacher" means an individual holding a practitioner's license issued under chapter 272, who is employed in a non-administrative position as a teacher, teacher librarian, preschool teacher, or counselor by a school district or area education agency pursuant to a contract issued by a board of directors under section 279.13. However, an individual who is employed by an area education agency shall only be considered a teacher for purposes of this chapter if the individual directly delivers instruction to school or school district students for fifty percent or more of the individual's contracted time. A teacher may be employed in both an administrative and a non-administrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a non-administrative position. "Teacher" includes a licensed individual employed on a less than full-time basis by a school district through a contract between the school district and an institution of higher education with a practitioner preparation program in which the licensed teacher is enrolled.

Research on Induction

House File 2792, 2007, provides guidance on the development of a mentoring and induction program, and the role of the district in supporting beginning educators and mentors. However, the legislation provides minimal description of the attributes of a quality induction program. In addition to mentoring support, local districts in Iowa are beginning to realize the importance of well-designed induction to help beginning educators become familiar with their schools, districts, and communities.

International research, WestEd (2003), defines "Induction" as a phase in learning to teach, a process of enculturation and a formal program for beginning educators and offers the following principles:

- The induction *process* supports teachers' further acquisition of skill and knowledge, as well as the development of certain habits of mind—teacher learning that can only occur in the course of teaching itself, or at least alongside and in conjunction with actual day-to-day teaching. This conception situates *learning* at the center of the induction process, rather than either training or mere orientation.

- Induction is also that *period* of time, early in the teacher's career, during which this skill and knowledge in some sense must and certainly can best be learned. Undoubtedly, the induction period can be much longer than the first weeks of school and may well continue over more than a year.

- Induction is further frameable as a *phase* within the continuum of a teaching career, one when teachers have to make the difficult transition from student to teacher, face concrete problems they have only studied academically before and begin to construct a personal practice within a particular structured setting.

- Finally, induction can constitute a *system*, one that is characterized by complexity, interconnectedness, variety, co-ordination, responsiveness and dynamism (Britton *et al.,* 2003).

Considerations:

When writing the proposals it is important to remember the intent of the statute and the rules in Chapter 83 regarding mentor/induction programs. Please remember that the mentoring/induction program is two years in length. Also, keep in mind that this program is part of the new Educator Quality Initiative and that the technical assistance provided in this document is designed to aid and assist writers to meet the intent of the statute and rules. It is expected that the criteria, guidance, and examples that follow will aid districts in developing quality mentor and induction programs.

This document uses actual language from the application. Guidance is provided for each section of Part II of the application and is followed by examples in Part III. If needed, the full application can be accessed from the Department of Education web site under Educator Quality, "Mentoring and Induction" http://www.iowa.gov/educate/content/view/481/573/.

AEA's throughout the state are providing assistance in completing and revising this amendment application. In some cases, an AEA may be providing a "template" for a district to use. Please remember that an "application" is a guide in completing the CSIP amendment. Each district should personalize the "electronic application" to address the context of the local district.

Belief statements about a high quality mentoring and induction program:

A quality educator-mentoring program—

- Focuses on researched-based teaching and learning theories.

- Requires close relationships between veteran educators and beginning educators that are supported by building administrators. Provides opportunities for three-way conversations among beginning teachers, mentors, and administrators throughout the year.

- Is part of an overall effort to support quality teaching and to increase the achievement of all students.

- Is planned, reviewed and modified by representatives, who plan, implement, and participate in the program. State and district data are used to evaluate effectiveness and make program adjustments.

- Promotes an informal culture of support within schools that continues after the program has ended.

A quality educator induction program—

- Explains district, building, departmental, and grade level policies, procedures, and expectations.

- Establishes a balance between entering an established community with conventional practices and developing new kinds of teaching that advance student learning.

- Promotes continued professional learning through reflective practice and professional conversations about teaching.

Part II Content, Format and Instructions

Below are the components of the program that must be addressed in your CSIP amendment. Submit a narrative that addresses the criteria under each component in the order shown. All requirements must be met in order for a district to receive funds. Requirements are outlined in 281 Iowa Administrative Code Chapter 83 Noticed Rules on the Department's Web page at http://www.iowa.gov/educate/ under "Educator Quality." For the reviewers' understanding, please use the headings and other designations as shown in this outline.

Revised Mentoring and Induction plan for AEA's and LEA's:

A. Cover Page (page 1 of the CSIP Amendment)
This page includes specific district and AEA information including the number of new educators participating.

Complete the applications for revision and email to Marybeth.schroederfracek@iowa.gov.

B. Goals
List the goal(s) for the Beginning Educator Mentoring and Induction Program in your district.

The goals must be aligned with state legislative goals for beginning educator mentoring and induction programs and support the Iowa Teaching Standards. Program goals should be realistic and underline measurable. Please remember that program goals should align with Program Evaluation in Section G of the application. Carefully consider the number of goals for your program, as the district will need to assess and evaluate the degree to which program goals are met.

Goals for the Beginning Educator Mentoring and Induction Programs in the legislation

To promote excellence in teaching
To enhance student achievement
To build a supportive environment within school districts
To increase the retention of promising beginning educators
To promote the personal and professional well being of classroom educators
To support continuous improvement

Iowa Teaching Standards

1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

C. Mentor Training

Describe how the training:

1. Is consistent with staff development practices and adult professional needs including skills for classroom teaching, demonstration, and coaching;
2. Determines stressors and addresses ongoing mentor needs;
3. Reflects a clear understanding of the role of the mentor;
4. Results in mentors' understanding of the personal and professional needs of beginning educators;
5. Provides mentors with an understanding of the district's expectations for beginning educators' competencies based on the Iowa teaching standards; and
6. Prepares mentors to provide guidance and support to beginning educators through coaching, consulting, and collaboration.

Each mentor needs extensive ongoing training and support. Training will assure the steps in quality professional development, including research, theory, demonstration, practice, coaching and feedback. Quality programs provide at least 30 hours of ongoing training during the initial year. Plus follow up training in years 2 and 3, as appropriate.

Please remember to address in narrative form how the district will implement mentor training. A list of activities does not suffice in meeting the criteria for Section C: 1-6. Be specific in describing the process for training mentors. Timelines or timetables may be useful in demonstrating that your program is ongoing and comprehensive. Please remember to address each of the six criteria in this section.

Mentor training should provide or address the following in year 1, year 2, or both:

A. An overview of the "mentor role"
B. An understanding of the purpose of mentoring
C. Develop skills in educator observation, adult learning, classroom management, and effective teaching
D. An understanding of district expectations for all educators and specifically for new educators based upon local needs and prioritization of beginners' needs
E. Practice for reflective questioning
F. An understanding of the change process and phases of development
G. Practice of educator observation
H. Strategies for guiding and supporting beginning educators, including social and emotional support
 I. An understanding of the adult motivation to learn and the organization of adult learning opportunities
J. The use of classroom experiences for learning
K. The development and use a common language to articulate and apply appropriate classroom management and teaching techniques (e.g., diagnosing student needs, lesson design, motivating students to learn, learning styles, problem-solving techniques, alternative instructional strategies, assessment of student learning, planning and time management)
L. Develop and refine skills in coaching, consulting, and collaboration

D. Mentor Selection Process

Describe how mentors will be selected in your district.

The selection of the mentor is an important component in developing a quality mentoring and induction program. A mentor is a leader and should be an exemplary educator. Please remember to personalize the process of mentor selection to your district. One size does not fit all!

Effective mentors are teacher leaders. Districts have a critical window of opportunity to use mentor leaders in shaping the teaching practices of new professionals and initiating them into the district and community. Careful selection of mentors as well as ongoing training and professional conversations will guarantee a greater return on investment for districts.

Educators selected to be mentors must meet the requirements the established in the legislation:
- An individual employed by a school district or area education agency as a classroom educator or a retired educator who holds a valid license issued under chapter 272
- The individual must have a record of four years of successful teaching practice
- Educator must be employed and on a non-probationary basis
- Must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning educators

The district will develop a process for selection and assignment of mentors that generally includes the following:
- A district will develop local descriptors of preferred mentor qualities
  - Develop an application
  - Publicize the application and selection process
  - Anyone may apply

- A district will develop a process for determining the effectiveness of mentors
  - Maintains a supportive, rather than an evaluative role
  - Demonstrates ability to maintain confidentiality

E. Support for Beginning Educators

Describe how the plan will:
1. Reflect the needs of beginning educators,
2. Help beginning educators develop and enhance competencies for the Iowa Teaching Standards,
3. Help beginning educators develop a repertoire of research-based instructional strategies,
4. Help beginning educators design and implement effective lessons that link Iowa Teaching Standards, content standards/benchmarks, and curriculum
5. Help beginning educators become teacher researchers and reflective practitioners, and
6. Promote continuous improvement.

Support for new educators has two different components. One component is the interactions of the new educator with the mentor. There should be a minimum of 15-20 hours of interaction with mentors.
The interactions with mentors should be ongoing during the year and focus on the phases of the beginning educator's first year:
- Anticipation - August
- Survival - September & October
- Disillusionment - November to January
- Rejuvenation - February & March
- Reflection - April & May
- Anticipation - June and July

The second component is the induction processes and activities that will aid and assist the new educator in becoming a successful educator. Please remember that the mentoring/induction program is two years in length. The needs of first year educators are different than those of second year educators. The application should show a continuum of experiences that address the criteria (1-3) found in Section E.

Please remember to address in narrative form how the district will address supporting the needs of beginning educators. A list of activities does not suffice in meeting the criteria for Section E: 1-3. Be specific in describing the support for new educators. Timelines or timetables may be useful in demonstrating that your program addresses the needs of the beginning educator. Please note that established research such as the *Hierarchy of Needs* (Maslow) and the *Domains of Learning* (Bloom, et al.) continue to be powerful mentoring resources for helping first and second-year educators transition from novice to master teachers

F. Supportive Organizational Structure

Describe how the structure provides access and opportunities for interaction for mentors and beginning educators that:
1. Includes released time for mentors and beginning educators to plan,
2. Supports the demonstration of successful/effective classroom practices,
3. Allows for beginning educators to observe successful/effective educators' practices, and receive feedback
4. Allows for mentors to observe beginning educators' classrooms and provide feedback,
5. Determines who will be in the mentor/beginning educator partnership,
6. Supports the roles and responsibilities of the mentor, and
7. Allows for the dissolution of the mentor/beginning educator partnership. It is critical to monitor partnerships and address mismatches or conflicts as soon as possible.
One of the critical components of a successful mentoring and induction program is the supportive organizational structure. In completing Section F, there should be strong evidence of district support in the implementation, monitoring, and sustaining of the mentor and induction program. Effective programs establish clear purposes and provide time for beginning educators and mentors to observe and demonstrate effective practices in a variety of settings during the day. In addition to nurturing a culture of support among all staff, schools often profit from assigning more than one mentor to provide content expertise and proximity.

Please remember to address in narrative form how the district will provide the necessary supportive organizational structure for a successful mentoring/induction program. Please be specific in describing each criteria point. This section requires a commitment of resources by the district and should be carefully addressed. Remember to personalize this section to reflect the context of your district.

The examples listed in Part III of this document include those types of support, which are critical in having a quality program.

G. Program Evaluation

Describe the program evaluation process. The process must:

1. Evaluate district success in meeting program goals,
2. Provide for the minor and major program revisions, and
3. Include a process for how information will be shared with interested stakeholders.

Program evaluation is a required element of this application. Please remember that this application is an amendment to your CSIP and subject to the same accountability. There should be a clear alignment of program goals and the methods being used to evaluate the success of the program. Consider listing the goals in Section B and specifically describing how each goal will be evaluated.
Please remember that there should be both formative and summative elements in the program evaluation. There should be a mixture of qualitative and quantitative data. Opportunities to review how mentoring and Induction aligns with district and individual professional development plans are available during accreditation site visits.

Please remember to address in narrative form how the district will evaluate the mentoring/induction program in order to demonstrate and document success. Please be specific in describing each criteria point. This section requires components that address the goals, provide for system adjustment, and create a process for reporting. Remember to personalize this section to reflect the context of your district

Part III Examples

Goals

Goal 1: Promising educators new to the teaching profession will be retained.

The district will monitor beginning educator and report retention trends and conduct exit interview with educators leaving the district.

Goal 2: The school climate enhances the well being of beginning and experienced educators.
The district will gather and analyze perceptual data through interviews, surveys, and focus groups.

Goal 3: Beginning educators will reflect and identify professional growth and future targets for continuous improvement.
The district will collect and analyze beginning educator self-reports and mentor program reports
(i.e. reflective logs/journals, interviews, and end-of-year summaries).

Mentor Selection

Criteria for Mentor Selection:

 Educators will go through an application and interview process. Those who demonstrate the criteria identified below will enter a district mentor pool.
- Evidence of a minimum of 4 years of exemplary classroom teaching.
- Demonstrates a positive impact on student achievement and the use of data-driven decision making.
- Evidence of commitment to students' success and their learning.
- Willing to provide personal time and attention to the beginning educator.
- Demonstrates commitment to teaching excellence.
- Demonstrates strong interpersonal and communication skills.
- Demonstrates commitment to working with beginning educators.
- Demonstrates ability to work collaboratively with adults.
- Willingly engages in active, open learning.
- Demonstrates coaching skills.
- Demonstrates flexibility.

Support for Beginning Teachers

1. Reflect the needs of beginning educators,
- The program should contain an orientation component for beginning educators to learn building and district procedures and policies
- Emotional needs- overcoming feelings of isolation, interacting with colleagues, and preparing for career level licensure

 Instructional needs such as:
- Planning and preparing learning activities
- Creating an effective classroom environment
- Implementing learning activities
- Professional responsibilities
- Some possible topics and issues valuable to new educators
- Communicating and relating to parents
- Motivating and disciplining students
- Dealing with individual differences
- Assessing students' work
- Learning to grow professionally using self-reflection
- Demonstrate ability to meet Iowa Teaching Standards
- Involve beginning educators in the planning of staff development programs for new educators
- Peer coaching and reciprocal growth

2. Help beginning educators develop and enhance competencies for the Iowa Teaching Standards.

Both mentor and beginning educator will understand the district's expectations for beginning educators' competencies based on the Iowa teaching standards; generally this will be based on the district's current evaluation system
The beginning educator will have many opportunities to reflect on practice and identify areas of future growth in relationship to the Iowa Teaching Standards.

3. Address activities that provide research-based instructional strategies.

The plan may provide opportunities for beginning educators to:
    a. Conduct and participate in action research activities
    b. Work and learn in study groups with other staff members
    c. Work and learn in staff development classes

Supportive Organizational Structure

1. Includes released time for mentors and beginning educators to plan,
- Common planning time for mentors and beginning educators
- Providing substitutes to release mentors and beginning educators for observations and plans
- Administrators and other educators cover classes to allow mentor and beginning educator to observe and/or meet.

2. Supports the demonstration of classroom practices,
- Beginning educators observe mentors and others teach, collect information as part of the visit, and then reflect on their observations with their mentors.
- Mentors observe beginning educators, gather data, and meet with beginning educators to allow beginning educators to reflect on their teaching.

3. Allows for mentors and beginning educators to observe teaching practices,
- Beginning educators observe mentors and others teach, collect information as part of the visit, and then reflect on their observations with their mentors.
- Mentors observe beginning educators, gather data, and meet with beginning educators to allow beginning educators to reflect on their teaching.

4. Allows for feedback,
- Mentors regularly meet with beginning educators to guide beginning educators in reflection on teaching and provide them with data and information that allows them to determine their progress and identify future professional development.

5. Determines who will be in the mentor/beginning educator partnership,

6. Recommended feedback provided is based on district-chosen, research-based rubric tools.

Each beginning educator will be provided with a support team that might include:
- An instructional mentor
- Supporting site-based colleagues
- A curriculum advisor
- An administrative guide

Guidelines for assigning mentors to beginning educators should consider issues such as:
- A minimum of 4 years successful teaching practice
- Age and gender
- Grade level
- Content area

- Physical proximity
- Teaching style
- Philosophical differences

7. Supports the roles and responsibilities of mentors
- Provide Intensive and meaningful mentor training
- Structure regular intervals of time to allow mentors to work with beginning educators

8. Allows for the dissolution of the mentor/beginning educator partnership.
- Create a cadre or pool of mentors to provide flexibility if the need for reassignment occurs.
- Realize that unsuccessful mentoring relationships may be a reflection of the difference in style.
- Unsuccessful mentor/beginning educator relationships may be changed/modified/dissolved at the request of either party.